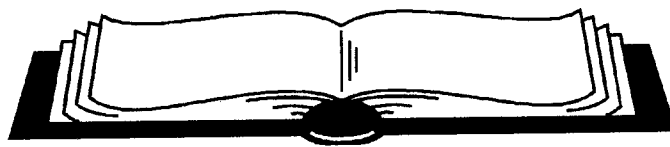


NEW JERSEY

2000-2001

Guidelines and
Application

BEST

PRACTICES

Deadline for Application to County Office:
NOVEMBER 27, 2000

The Best Practices application is a public document. The information that you provide will serve as the official record. Review the application prior to submission to ensure accuracy and adherence to the guidelines. Type or keyboard information requested on this page and page 2, if applicable.

Category	<u>Bilingual Education and Diversity</u>	(Application is limited to one category. See page 3 for details.)
Practice Name	<u>Our Heritage</u>	
Number of Schools with Practice	<u>1</u>	(If more than one school or district, read and complete information on page 2.)

County	<u>Warren</u>
District (Proper Name)	<u>Hackettstown School District</u>
Address	<u>315 Washington St.</u> Street/P. O. Box <u>Hackettstown</u> <u>07840</u> City Zip Code
Telephone	<u>908-850-6500</u> Fax <u>908-850-6544</u> Email <u>jcalabro@hackettstown.org</u>
Chief School Administrator	<u>Joanne Calabro</u>
Nominated School #1 (Proper Name)	<u>Hackettstown Middle School</u>
Address	<u>500 Washington St.</u> Street/P. O. Box <u>Hackettstown</u> <u>07840</u> City Zip Code
Telephone	<u>908-852-8554</u> Fax <u>908-850-6544</u> Email <u>dosmun@hackettstown.org</u>
Principal	<u>David. S. Osmun</u>
Program Developer(s)	<u>Betsy Wolf, Bruce Gordon, Gail Olans, Linda Mercurio, Linda Casterline</u>
Application Prepared By	<u>Betsy Wolf, Linda Casterline</u>
Chief School Administrator's or Charter School Lead Person's Signature	<u>Joanne Calabro</u>

FOR USE BY COUNTY SUPERINTENDENT OF SCHOOLS ONLY

Approved: ☒ Yes ☐ No County Superintendent's Signature W.D. D.K.

NEW JERSEY STATE DEPARTMENT OF EDUCATION

**NEW JERSEY
BEST PRACTICES
2000-2001 APPLICATION**

Application Requirements: Failure to comply with the procedures for submission of the application will result in the elimination of the application.

1. **RESPONSES to the information and the statements below must be ANONYMOUS and ACCURATE.** No reference should be made to the names of the district, the school(s) or community. Use the words "the school" or "the schools" in referring to the applicant in responding to the statements
2. **USE ONLY THE SPACE PROVIDED ON THE APPLICATION FORM on pages 1, 2 (if applicable), and 4.** Do not include any additional materials, as they will not be reviewed in the selection process.
3. Application must be **keyboarded on 8 1/2" x 11" white paper, portrait format. Twelve-point or larger computer font or fourteen-pitch or larger typewritten font must be used. (This sentence is in twelve-point Times New Roman.)**
4. **KEYBOARDED RESPONSES** to all the statements below must be **no more than a total of four pages.** Keyboard and number the statement followed by the response. Format your response for accuracy and clarity.
5. **The information on page 4 and the responses to statements must be copied on one side of the page. The information on pages 1 and 2 (if applicable) must be copied on one side of the page.** Staple pages 1, 2 (if applicable), 4, and the keyboarded responses together, in that same order.
6. **The original application must be signed by the district chief school administrator or charter school lead person, indicating his/her approval.**
7. **The original and seven copies of the application must be submitted to the county superintendent of schools by November 27, 2000, with the Itemized List of District Applications form. Keep the seven copies of each application together with the original containing the signature of the district chief school administrator or charter school lead person on the top of each set.**

Type of School	Grade Levels	Practice Name _____ Our Heritage _____
<input type="checkbox"/> Elementary School		
<input checked="" type="checkbox"/> Middle School	<u>5 - 8</u>	Number of Schools with Practice <u>1</u>
<input type="checkbox"/> Junior High School		Number of Districts with Practice <u>1</u>
<input type="checkbox"/> High School		Location <input type="checkbox"/> Urban/City <input type="checkbox"/> Suburban With Urban Characteristics
<input type="checkbox"/> Other: _____		<input type="checkbox"/> Suburban <input checked="" type="checkbox"/> Small City/Town <input type="checkbox"/> Rural

Check the ONE CATEGORY into which the practice best fits.

- | | | |
|---|---|--|
| <input type="checkbox"/> Arts (Visual and Performing Arts) | <input type="checkbox"/> Educational Technology | <input type="checkbox"/> Safe Learning Environment |
| <input type="checkbox"/> Assessment/Evaluation | <input type="checkbox"/> Gifted and Talented Programs | <input type="checkbox"/> School-to-Careers/Workplace Readiness |
| <input checked="" type="checkbox"/> Bilingual Education and Diversity | <input type="checkbox"/> Health and Physical Education | <input type="checkbox"/> Science |
| <input type="checkbox"/> Citizenship/Character Education | <input type="checkbox"/> Language Arts Literacy | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> Early Childhood Education Programs | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> Educational Support/Guidance and Counseling Programs | <input type="checkbox"/> Professional Development | <input type="checkbox"/> World Languages |
| | <input type="checkbox"/> Public Engagement | |
| | (family involvement and partnerships with business, community, school districts, and/or higher education) | |

1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.
2. List the specific *Core Curriculum Content Standards*, including the *Cross-Content Workplace Readiness Standards*,* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.
3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.
4. Describe how you would replicate the practice in another school and/or district.

*The 1996 edition of the *Core Curriculum Content Standards* published by the New Jersey State Department of Education was disseminated to all districts and charter schools and is available on line through the department's web site at <http://www.state.nj.us/education>.

Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.

This project, "Our Heritage," emphasizes the cultural diversity of our American society, providing the optimum teaching situation to focus on each individual's cultural heritage. Noting that the United States is a 'salad bowl' of families from all nations, this unit provides the prime opportunity for all students to share their diverse cultural backgrounds. Additionally, students learn the many reasons for immigration to the United States throughout history. The "Our Heritage" unit moves the students from tolerance to understanding, accepting, and embracing the idea that the fabric of our multi-cultural nation is to be honored and celebrated. This unit is interdisciplinary in its nature, incorporating activities in all subject areas. The culminating activity of this unit brings all students together to celebrate their heritage through 'Heritage Day.' Students display evidence of their country of origin through research completed in the classroom, cultural costumes, cultural foods, family heirlooms, 3-D physical maps of their country, and timelines depicting the history of their country of origin. Furthermore, the recognition of this project with an Education Award from our county's Human Relations Commission, has inspired us to extend its exposure to the state level, thus making it available to school districts throughout the state.

Through "Our Heritage," students may:

- Interview family members to investigate background, jobs, traditions, special events, and country of origin and organize the information gathered from the family interview to create a Family Tree;
- View an interactive presentation by *Living Voices*, a live/video interpretation of the struggles of an Irish immigrant girl, and discuss the early immigration history of the United States;
- View and discuss the diversity of the American culture and the rights of an American, as presented in the video *Who is an American?*;
- Describe and discuss terms of multi-culturalism, immigration, and American diversity;
- Research the geographical features of the student's country of origin and create a three-dimensional scale model map;
- Research and compile information on the country of origin's:

Government	Educational system	Climate
Capitol and major cities	Transportation system	Major industries
Foods	Language	People
Technological ventures	Science contributions	Religion;
- Prepare an informational paper with an overview of each element of a country's culture;
- Create a timeline of the country of origin's history, to scale;
- Research the country of origin's historical places of interest, important geographical features, and places to visit and create a travel brochure encouraging the reader to visit the country;
- Research the waves of immigration to the United States and create graphs depicting the waves of immigration and cultural background of immigrants to the United States;
- Interview a person of another generation and write an essay comparing themselves with a person of a different generation;
- Read, discuss, and compare multi-cultural short stories;
- Identify cultural traditions and compare to American traditions;
- Research American cultural groups and identify contributions to the American society;
- Create a poster depicting the contributions of various cultures to the American society.

This project is innovative in that it focuses on the individual and the family, encouraging both students and families to connect on an educational and historical level while researching their cultural connection to the fabric of the American society. Additionally, the culminating activity, 'Heritage Day', allows each individual to share her/his unique heritage with fellow students, family members, school faculty and staff, and community members and to learn from other displays and presentations about the diverse cultural backgrounds of classmates. As part of the culminating activity, students display the end products of their research and compilation of information on their country of origin, comparison essays, graphs, flags, 3-D maps, and posters. Personal heirlooms and artifacts the families contribute enhance the displays. In addition, students dress in native costume or country colors, learn a few

es in their native language, and prepare a favorite country recipe for all attendees to taste. Participation in thisminating activity is extended to our fifth grade class, as an extension of their study of the regions of the United States, thus expanding their knowledge and understanding that the United States is a diverse nation of people from many different backgrounds. Each participant receives a passport and is encouraged to visit each country to learn of the unique contributions each culture has made to our nation.

This project promotes high student achievement because of its individuality at inception and its cooperative nature at culmination. Additionally, the hands-on nature of many projects integral to this unit promotes greater genuine motivation and more on-task behavior.

2. *List the specific Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards, addressed by the practice and describe how the practice addresses the standard(s).*

Cross-Content Workplace Readiness Standards

Standard 2: All students will use technology, information and other tools:

- Students researching this project access information on the Internet, CD-ROMs, and in the library, as well as word processing the information into a final product (i.e. charts, graphs, signs, banners, travel brochure, essay, etc.).

Standard 3: All students will use critical thinking, decision-making, and problem-solving skills:

- Following an organizational plan, students analyze and synthesize information that is incorporated into various products (i.e. - 3-D maps, comparison essay, timeline, etc.).

Standard 4: All students will demonstrate self-management skills:

- Following the unit organizational plan, students learn to meet both short and long-term deadlines. Students may work together for various unit activities as well as the final event, and are expected to share the work and complete the task assignment.

Language Arts Literacy Standards

Standard 3.1: All students will speak for a variety of real purposes and audiences:

- Students practice interviewing techniques before selecting an individual from different generation to interview in preparation for writing a comparison essay;
- Students interview family members and organize information in order to create a Family Tree;
- Students share information about the country and completed activities with visitors to "Heritage Day".

Standard 3.3: All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes:

- Students use the information learned from their "other" generation interview to write a comparison essay;
- Students write an information paper in which research about a country is interpreted, organized, and written.
- Students compile research to develop a travel brochure that would encourage the reader to visit the country.

Standard 3.4: All students will read various materials and texts with comprehension and critical analysis:

- Students use the Internet, C-D ROMs, and library resources to research information about the country. A chart is used as a guide for students to identify important details in their research.

Standard 3.5: All students will view, understand, and use non-textual visual information:

- Students attend a live performance by *Living Voices* and view several videos (*Who Is an American?*, *Ellis Island*) as an introduction to the unit. Discussion of information and performance follows each lesson.

Mathematics Standard

Standard 4.2: All students will communicate mathematically through written, oral, symbolic, and visual forms of expression:

- As part of the 3-D map activity, students create a key that includes scale and elevation;
- Students create a timeline of historically significant events in the country. Timelines are drawn to scale.

Science Standard

Standard 5.3: All students will develop an understanding of how people of various cultures have contributed to the advancement of science and technology, and how major discoveries and events have advanced science and technology:

- In researching for the information paper, students identify people and events of science and technological significance.

Social Studies Standards

Standard 6.1: All students will learn democratic citizenship and how to participate in the constitutional system of government of the United States:

- Following the viewing of *Ellis Island* and the play by *Living Voices*, students participate in role-playing an immigrant going through Ellis Island and the process of becoming an American citizen.

Standard 6.2: All students will learn democratic citizenship through the humanities, by studying literature, art, history and philosophy, and related fields:

- Students read, discuss, and compare various multi-cultural stories from the *Prentice Hall Literature Series*. Personal comparisons to characters are encouraged.

Standard 6.5: All students will acquire historical understanding of varying cultures throughout the history of New Jersey, the United States, and the world:

- Students gather historically significant information about the country and immigration to create a timeline;
- After a study of various immigration waves, students design posters depicting information about the “who, what, when, and where” of each country’s immigration role in defining the culture of the United States.

Standard 6.7: All students will acquire geographical understanding by studying the world in spatial terms:

- Students create a 3-D map correctly using scale, adding neighboring countries and bodies of water, and identifying other significant geographical forms and key cities;
- In their research and in preparation for the information paper, students analyze the type of government, the educational system, the transportation system, major industries including the imports and exports, and the language, ethnic backgrounds, and religions of the people.

3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.

The sixth grade student population participated in this project. The heterogeneous setting included regular education and students identified as gifted and talented, basic skills, ESL, and special education. The population of the district is becoming more diversified as families from other parts of the United States and other countries select our area to live and raise their families. This unit gives our ESL and bilingual students a prime opportunity to share their cultural background, and for us to get to know them more quickly. Likewise, “Our Heritage” allows our American students to trace back their family’s country of origin and share their cultural background with their new classmates.

The nature of this extended unit provides the opportunity for various evaluative tools. Students are presented with a unit organizational plan at the beginning of the unit so all are aware of the requirements for each segment of the study as well as the culminating activity, ‘Heritage Day.’ In addition, a letter is sent home to the parents, encouraging participation by family members in all aspects of this study. Activities are completed in a classroom setting, thus encouraging discussion and questions by the class as a whole as well as in small groups. As part of the formal evaluation, the team of teachers has developed and uses numeric rubrics to aid in the evaluation of the projects. The classroom teacher also monitors all activities as an informal observational evaluation.

Workplace Readiness assessment:

- Students complete and submit activities following the unit organizational plan;
- Students prepare and present information in various forms during the ‘Heritage Day’ celebration. This is a time when students dress in costume or colors of the country, display the work that they have accomplished during the unit, provide additional display material (food, souvenirs or heirlooms from the country), and speak to visitors about what they have learned. This is evaluated through a numeric rubric.

Language Arts assessment:

- Students write an inter-generation comparison essay that is evaluated for content and style based on a numeric rubric developed by the language arts department;
- Students read, interpret, and compare various multi-cultural short stories. Tests, quizzes, and vocabulary activities accompany this study.

Math assessment:

- Students use scale to create a 3-D map. This is one segment of the numeric rubric used for assessing the map as a whole;
- Timelines that describe historically significant events are evaluated for the development of a standardized scale suitable to the country's longevity as well as the events selected.

Science assessment:

- As part of the information paper, students identify and describe people and events of science and technological significance;
- Students complete an activity about family genetics (dominant eye colors). An informal discussion follows.

Social Studies assessment:

- The 3-D map, travel brochure, and information paper about each country are evaluated on research content and presentation;
- The information paper as a product of the research into the elements of a culture is evaluated with a numeric rubric.
- Posters that depict the waves of immigration to the United States are designed and displayed. These are judged for information, creativity, and neatness.

This multi-disciplinary unit is part of the academic program, but is also used in conjunction with Lions-Quest, a program that helps young people develop responsibility, self-confidence, self-discipline, personal interaction, and a commitment to helping others. A goal of the grade-level team is to help students recognize and accept differences in others. Although this can only be evaluated through observation, following this unit of exploration into both America's and their personal heritage, students recognize the need for diversity in order for everyone's life to be enriched. In addition to teacher, school, and parent perceptions of change in the children, another validation that this program helps students is the teaching team's acceptance of the 1999 Education Award by the County Human Relations Commission in recognition of the team's efforts to help students accept and honor the diversity of those who surround them.

Numeric rubrics were developed to assess the three major areas of the program – map, information paper, and presentation. As a group, the sixth grade students attained an average score of 91% on the map rubric, 86% on the report analysis, and 93% on their presentation during 'Heritage Day'. All other activities and evaluations were determined by the needs of the class and individual teachers.

4. Describe how you would replicate the practice in another school and/or district.

This project can easily be replicated in any school district. There is minimal cost, and materials and supplies are either on hand or provided by the family in terms of family information or heirlooms. Since this program is designed to benefit each year's class of students, most of the materials (letters, organizational charts, rubrics, etc.) have been teacher-designed and are suitable for adaptation and copying.

